DOCUMENT RESUME

ED 037 822 52 EA 002 808

AUTHOR	Dickinson, William E.
TITLE	Development of a School Board Policy Codification System and School Board Policy Information Clearinghouse. Final Report.
INSTITUTION	National School Boards Association, Evanston, Ill.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-9-0179
PUB DATE	28 Feb 70
CONTRACT	OEC-5-9-230179-0044
NOTE	69p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.55
DESCRIPTORS	Administrative Policy, Board Administrator Relationship, *Board of Education Policy, *Boards of Education, Exhibits, Guides, *Manuals, *Policy Formation, *Taxonomy

ABSTRACT

Written policy by local school boards is essential for efficient operation of the total educational program. At least one-half of the nation's 20,000 school boards have not established a written policy statement or kept one updated with new methods. This research established a taxonomy of terms that should be included in such a statement along with exhibit documents that illustrate the taxonomy. The 12 terms are school district organization, school board operations, business management, facility expansion program, students, general public relations, fiscal management, general school administration, personnel, negotiations, instructional program, interorganizational relations, and relations with other education agencies. Recommendations include: (1) developing workshops for school board members and school administrators in policy development, (2) developing an information clearinghouse in policy development, and (3) adapting this research to community college governing boards. (LN)

ED037822

FINAL REPORT

Project No. 9-0179
Contract No. OEC-5-9-230179-0044

DEVELOPMENT OF A SCHOOL BOARD POLICY CODIFICATION SYSTEM AND SCHOOL BOARD POLICY INFORMATION CLEARINGHOUSE

William E. Dickinson

National School Boards Association
1233 Central Street
Evanston, Illinois 60201

February 28, 1970

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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ACKNOWLEDGEMENTS

The research reported herein was carried out by a special National School Boards Association School Board Policy Project. During the life of the Project, a number of committees --both formal and informal--assisted by refining Project objectives, checking out problem areas, and offering fresh insights and constructive criticism concerning ongoing work. These committees included the following persons: Don Birdsell, superintendent of schools, and Myron W. Clark, board member, both of Wheaton, Ill.; Donald G. Brossman, associate executive director, New York State School Boards Association; Guy E. Cornwell, associate director, Illinois Association of School Boards; Norman Drachler, superintendent of schools, Detroit; Richard Goodman, superintendent of schools, Wellesley, Mass.; Lewis E. Harris, former executive director, Ohio School Boards Association; Edmund L. Lewis, assistant executive secretary, California School Boards Association; C.L. Stiverson, consultant, Colorado State Department of Education; Roland Schwandt, board chairman, LaCrosse, Wisc.; and Maurice J. Ross, Connecticut State Department of Education.

In addition, Eugene Wall, president of Lex-Inc., Rockville, Md., served as the Project's information systems consultant and Carl G. Nelson, Old Lyme, Conn., served as project assistant.

Finally, Harold V. Webb, NSBA executive director, provided continued guidance and supervision in his role as project director.

Each of these individuals contributed much to the work of the Project; their valuable contributions are deeply appreciated.

--W.E.D.

SUMMARY

Written policies have always been the sine qua non of a soundly organized and efficiently operated school board, and the need for an effective system for keeping policies up-to-date has been accentuated by the many changes and developments brought about in the decade of the 1960s.

Yet, as the decade drew to a close, the National School Boards Association (NSBA) had acquired considerable evidence that the nation's school boards had great need for assistance in making written policies a viable part of their operations. An NSBA survey indicated, for example, that perhaps as many as half of the nation's 20,000 school boards either maintained no manual of written policies or they were employing inadequate methods of recording policy decisions--and thus allowing their policies to become out-of-date.

The research reported herein was carried out in response to this need. Specifically, this activity achieved the following objectives:

--It created a taxonomy for the classification and codification of policy statements, companion administrative rules statements, and other resource documents important in the policy-development process.

--It created an array of exhibit documents to illustrate the taxonomy.

--It created the model for a school board policy reference manual, which includes the classification system; index of terms; and the exhibit documents.

--It created the model for a handbook to provide orientation and instruction for local school officials using the system.

--It created the model for a policy information clearinghouse designed to serve as a national repository of school board policy manuals and as an "information exchange."

--It created the model for a monthly publication designed to help school board members and professional educators keep abreast of change in policy development theory and practices.

No unusual or new methods were employed in this research. A total of 10,000 candidate terms were collected for the classification system, and 1,000 edited and coded terms

were preserved for use. More than 300 school board policy manuals and related pieces of literature were collected for use in searching out exhibit documents, and a total of 202 edited and coded discrete exhibit statements were preserved for use. School board members, school administrators, a school attorney, and staff members of state school boards associations and state education agencies monitored and advised on various phases of the research activity.

The various products of the research activity were designed as a comprehensive program for encouraging the orderly development of school board policies to meet the needs of changing times. In its totality, the program attempts to provide a means whereby local school boards might continuously evaluate the quality of existing policy utterances and identify areas of need for new and/or modified policy statements. It also attempts to establish a clear channel for the exchange of information regarding educational policies among local, state, and federal education agencies in the United States.

Convinced that such a program of assistance is urgently needed by a society in turmoil, the National School Boards Association assigned the highest priority to this research effort with the object of publishing the various models in January, 1970, as part of a new NSBA Educational Policies Service. This Service was inaugurated on schedule.

The dissemination of information about both the research and Service phases of these activities has been widespread; the demand for assistance from local school districts is stronger than previously anticipated. The National School Boards Association--in cooperation with its state affiliates --is making the strongest possible effort to meet this demand within the limits of its present resources. Nevertheless, the research results point unerringly to the next steps which must be taken if the fruits of these labors are to meet their full potential. That potential is nothing less than improving the quality of local school governance throughout these United States.

There is still need for a program of workshops and similar inservice education experiences designed to develop expertise among school board members and school administrators in policy development practices.

There is need to link up the strong information gathering and dissemination facilities of the NSBA policy information clearinghouse with other educational information centers.

And there is need to adapt the results of this research to the particular needs of the growing number of community college governing boards.

CHAPTER 1

Introduction: School Board Policies and the Crisis in Local School Governance

In the 1960s, the troubles that afflicted American life and society deepened and--as a consequence--infected the life-blood of the nation's system of public education. The drug problem. Crippling teacher strikes. Vandalism. Violence in school corridors. Racial isolation. Inequalities of educational opportunity. Outdated programs and methods. These were but a few of the syndromes of the illness in our schools.

When troubles deepen, it is tempting to retreat into pessimism. But it is infinitely more constructive to hold on to hope for the promises of public education, and to plan and work for the kind of schools in the kind of society that enrich the lives of our people.

It is well, too, to stand back for a moment from our present troubles and to acknowledge what we as a people have accomplished in the unique experiment called public education.

> "Perhaps the best measure and most striking summary of the basic thrust of American public education is the fact that at the turn of the century only about 4 percent of the eligible age group graduated from high school, while today almost 40 percent of our young people enter college. Thus in terms of mass education, the enterprise has been a huge success and is still unique among major nations.
>
> "Moreover, the emphasis on mass--through universality, regardless of social and economic background--is more than a matter of quantity; it is crucial to the political idea of equal opportunity, based in the main on Thomas Jefferson's belief that ignorance and freedom could not exist side by side in a democracy."[1]

Implicit in the research reported herein is an acknowledgement of the many and complex problems our schools face combined with a faith that the educational leadership community

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1. Fred M. Hechinger in "Public Education," The New York Times Encyclopedic Almanac 1970. Seymour Kurtz, editor-in-chief. New York City: The New York Times Company, 1969. Page 519.

has the capability to forge a finer future for our nation's children, youth, and adults.

The Importance of School Boards

American school boards are the responsible governing bodies of the nation's public schools. The National School Boards Association (NSBA), through its affiliated state associations,[2] represents school board members responsible for 95% of all public elementary and secondary students in the United States.

About 100,000 Americans serve on school boards--for the most part, without pay and as a public service. They come from every walk of life--doctors, dentists, lawyers, laborers, merchants, managers, carpenters, housewives, farmers, professors. School board members are the connecting link between the public, which supports our schools, and the professional educators, who administer them. While public education in the United States is a function of the states, and while the ongoing work and support of the public schools are, in fact, carried on under a unique local-state-federal "partnership", the major responsibilities of public school governance have been delegated to local school boards.

> "The American system of universal education is unique in world history and is a distinguishing characteristic of our society. Dedicated to the principles of equality of opportunity and democracy, this system safeguards the freedom and unity of our people and is one of the best guarantees of their social and economic well-being....Within the limitations of the federal Constitution, states have full power over their educational affairs, and for meeting their educational needs....Each state is responsible for allocating to its state and local educational agencies the functions to be performed by them. Political subdivisions of the states [are] established solely for educational purposes, [and are] usually governed under delegated powers by locally selected boards of education....

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2. The National School Boards Association, a federation of 50 state school boards associations, is a nonprofit organization incorporated under the laws of Illinois. One of the organization's purposes, as stated in its Constitution and By-laws, is "to work for the most efficient organization of the public schools."

> "Most teaching takes place at the level of the local educational agency. With such assistance as may be available from other agencies, each local educational agency should assume responsibility for the teaching it performs. This agency should have primary control of the educational program in all its operational aspects, and should exercise broad discretion concerning who shall teach and what shall be taught, within the legal framework of state requirements. It should look primarily to the state for services and financial assistance, including guidelines for intergovernmentally financed programs involving the state and federal governments. Each local educational agency should assume full responsibility for meeting the requirements attached to intergovernmental funds concerning educational purposes for which such funds may be used, for diligent and effective planning and operation, and for suitable accounting for program results and funds. Within these general requirements, the agency should retain sole control of local teaching, utilizing all possible resources to assist in the advancement of education."[3]

Obviously, the powers that reside in the local school board are great, and it is not with exaggeration that one might say, as the school board, so are its schools. "[school boards'] powers and position in the structures of education make them key agencies in school improvement programs," writes Alpheus L. White. "A soundly organized and efficiently operated board of education is essential to the provision of good schools."[4]

The Importance of a Written Policy System

Written and continuously updated policies are the sine qua non of a soundly organized and efficiently operated school

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3. State and Local Responsibilities for Education. Washington, D.C.: Council of Chief State School Officers, 1968. Pages 9-18, passim.

4. Local School Boards: Organization and Practices by Alpheus I. White. Washington: U.S. Government Printing Office, 1962. (U.S. Department of Health, Education, and Welfare, Office of Education, Bulletin 1962, No. 8.) Page 1.

board. As White points out in his summary of literature in the field, "policies contribute to effectiveness by: (1) fostering continuity, stability, and consistency of board action; (2) enabling the board to provide for many affairs or conditions in advance of their happening; (3) saving time and effort by eliminating the necessity of having to make a decision each time a recurring situation develops; (4) facilitating the orderly review of board practices; (5) aiding boards in appraising educational services; (6) improving board-superintendent relationships; (7) reducing pressures of special interest groups; (9) enabling staff members to understand their work in relation to the total activities of the school system; (10) facilitating the improvement of staff morale by providing uniform and fair treatment; (11) keeping the public and school staff informed of board action; and (12) giving lay citizens a better understanding of how they can work with school authorities in building a good school system."[5]

Recognizing the importance of written policies to efficient public school operations, NSBA in the period between 1958 and 1960 produced in cooperation with the National Education Association, the Reference Manual on Written School Board Policies and a companion publication, How to Develop Written Policies: A Guide to Procedures. The purposes of this bellwether service were as follows:

1. To convince school boards that written policies are important

2. To define essential terms (policies, rules, regulations, bylaws)

3. To present a suggested outline of content for a school board policy manual

4. To present illustrations of written policies related to the outline of contents.

The looseleaf Manual exhibited hundreds of actual examples of written policies gathered from schools across the nation and arranged under the following headings: educational philosophy, school organization, boards of education, administration, business and operation, certificated personnel, non-certificated personnel, students, instruction, and school-community relations. The Manual went through three printings in the early 1960s and upwards of 3,000 copies were

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5. Ibid, pages 63-4.

distributed to local school boards, other educational agencies, and to the headquarters of affiliated state school boards associations.

Also in the 1958-60 period what is believed to be the first commercially-produced school board policymaking system made its appearance.[6] In more recent years several private publishers and several of NSBA's own state affiliates have produced policy reference documents and services.

In addition, the NSBA and all its affiliated state school boards associations, in cooperation with colleges, universities, state education agencies, and various professional education societies, have conducted over the past decade innumerable conferences, workshops, and clinics on the importance of written school board policies and on procedures for developing them.

In short, the NSBA and other organizations have been aware of the problem of creating policy-minded school boards and have worked in various ways to solve the problem. And the total impact of the above mentioned forces has undoubtedly been favorable to a degree. "One of the most significant and highly successful means of improving the overall efficiency of local school district operation," says White, "has been the development of comprehensive board policy manuals."[7]

The Need for Assistance

With all this activity, did local boards of education of the 1960s still need assistance with the task of getting policies into writing and keeping them up-to-date?

The National School Boards Association had abundant evidence that they did. In fact, the need for sophisticated, comprehensive, and continuous help was perhaps greater than ever before in the history of American education.

The need stemmed from three phenomena: (1) the policy-writing lag; (2) obstacles to the policy-writing process; and (3) the pressures caused by changing times.

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6. The Davies-Brickell System of School Board Policymaking and Administration, developed in the schools of Manhassett, N.Y., under a grant from the Kellogg Foundation, has been published by Croft Educational Services of New London, Conn., since 1958.

7. White Op. cit. Page 63.

. The Lag. To the knowledge of the NSBA, the most recent (and perhaps only) "count" of school board policy manuals was White's. Using data collected in 1959, he indicated that 60.4% of the 4,032 school boards responding to the item reported that they had a policy manual.

Having a manual and having a manual that represents an operable system for keeping written policies up-to-date are two quite different things. While many school boards undoubtedly have developed good procedures in this area, many more are using obsolete and inefficient procedures--or have yet to adapt any system at all for rendering policies into writing.

In the spring of 1968, to acquire a sampling of evidence on present practices and needs, NSBA surveyed 50 State Departments of Education (SDEs); the Executive Secretaries of the 50 State School Boards Associations (Exec Secs); and 200 school board-owners of the NSBA-NEA Reference Manual on Written School Board Policies.

The results of the survey clearly indicated a continuing need for assistance. Only 7 out of 24 of the SDEs responding to the item indicated that a majority of local boards maintained a well-developed system for keeping written policies up-to-date. The estimates of Exec Secs were lower: only 3 of 25 respondents to the item reported that a majority of boards in their states were in good shape on this matter.

The need for assistance seemed also to exist even in those states in which written policies are required by state law or SDE regulation. Georgia is one such state. Yet its SDE estimated that 25% of its local boards do not have a well-developed policymaking system. Texas is another. Yet Texas reported 30% of its local boards without such a system. "Some boards," reported the Texas SDE respondent, "do not realize the importance of revising...policies as programs or operations change with the times or community needs. Also, many boards fail to make use of looseleaf policy manuals which can be easily revised and kept current."

Regarding the local school boards surveyed, 54 of the responding 73 reported they had a written manual of their own, and an additional 10 reported they were at work in codifying their policies. Yet of this group, a group that one might suspect had its house in order in the matter of policy-writing, 67 of the 73 expressed interest in the possibility of getting ongoing and more comprehensive assistance from the NSBA.

. The Obstacles. The development of any new policymaking

system and/or service must take into account this question: Why, by now, haven't the great majority of local school boards in America developed a viable policy-making system?

NSBA's survey of SDEs and Exec Secs yielded some clues. These were the reported "obstacles" to the school board's duty to get policies in writing and to keep them up-to-date:

1. Lack of staff and/or time

2. Poor administrative leadership

3. Negative board attitudes (Think policies are "restrictive"; regard policies as not important)

4. Lack of know-how

5. Frequent turn-over of board members

6. High cost of consulting help

7. Lack of available resource information

The Alabama SDE reported to us that some boards don't put policies into writing because of "a mistaken desire to avoid being tied to certain courses of action by having adopted definite policies." They think policies would "tie their hands." Similarly, the California SDE reported an attitude "that written policies are 'too confining'...[and that] small districts think they 'don't need policies.'" The Connecticut Exec Sec reported that misunderstanding is often reflected when its requests for local policy samples sometimes bring in documents--like curriculum guides--that are not policies at all!

Regrettably, the lack of understanding sometimes extends to state school officials. One reported with pride that its better school systems reviewed its policies once a year. It's erroneous to believe that policymaking can be a once-a-year project. Effective educational policy decision-making is a process that goes on year-long at meeting after meeting.

. Changing Times. As indicated above, upwards of 3,000 copies of the NSBA-NEA Reference Manual on Written School Board Policies were put into distribution, most of them during the period between 1960 and 1963. But the contribution of the Joint NSBA-NEA Committee in creating this reference document was made obsolete by the end of the decade because of dramatic new developments which related critically to problems of local school governance and policymaking.

Consider:

- The massive infusions of federal aid since 1965, and the consequent impact of federal influence upon educational development.

- New problems relating to board-staff negotiations, and the phenomenon of teacher militancy.

- The urban crisis, problems of de facto segregation, the renewed challenge to provide equal educational opportunity for all, the pressures for a greater degree of "community involvement" in decisionmaking.

- The pressures to break up large districts--and to consolidate small ones. The search for "metropolitan" or regional solutions to educational problems.

- The new body of law and procedures affecting the civil rights of minors, codes of dress, student activism, and the use of drugs.

- The changing nature of church-state relationships.

- The impact of post-1958 Curriculum Study Groups, and the nationwide quest for workable innovations in teaching and learning.

- The advent of the nonprofessional classroom aide, and new patterns of class organization and scheduling.

It is needless to extend the list. The point is obvious. No reference on school board policies produced almost a decade ago, regardless of its value at the time of development, could have anticipated so many great and continuing changes.

In summary, despite previous and continuing efforts to make local school boards aware of the vital importance of their policymaking responsibilities, there existed in 1968 a critical lag in the practice of developing at the local level a systematic way of getting policies into written form and keeping them up-to-date. And despite existing resources in this field, there was need for new, ongoing, sophisticated assistance to local school boards with the dynamics of policy-writing. It was obvious that any future services to local school boards in this field must be so designed as to be accommodating to change. Until the need for help in this area was met, the efficiency of local school governance would be less than it was capable of becoming; if it was not met, the progress of America's schools could be in jeopardy.

Objectives of the Research Activities

With the above needs in mind, the National School Boards Association on October 4, 1968, requested assistance from the United States Office of Education for a year-long development project which would lead (1) to the development of a practical policy development system suitable to the policymaking functions of local school boards and adaptable to the policymaking functions of other public educational bodies; and (2) to the development of a model for a school board policy information clearinghouse.

The NSBA reasoned that the proposed project would contribute positively to the quality of local public school governance in the United States. The proposed project would establish a comprehensive program for encouraging the orderly development of school board policies to meet the needs of changing times. It would establish a means whereby local school boards might continuously evaluate the quality of present policies and identify areas of need for new or modified policy statements. It would open a clear channel for the exchange of information regarding policy and policy-related matters among local, state, and federal educational bodies in the United States. And it would contribute, ultimately, to a better understanding of the educational policymaking process among lay board members, professional school administrators, school staffs, and the public.

Specifically, the following activities would be required to implement the proposed project:

1. The collection of policy samples. The NSBA would solicit policy manuals from 150 school districts representing every geographic region of the United States. Simultaneously with the collection of policy manuals, the NSBA would solicit permission to reproduce any of these sample policies for any future dissemination as may be deemed desirable.

2. The development of a classification system. The NSBA would develop a standard vocabulary of policy descriptors and an open-ended classification system suitable to the policymaking functions of other public educational bodies.

3. The codification of sample policies. The NSBA would ascribe codes and code titles to a minimum of 150 sample school board policies. The policies would represent every major category of school district operations and also be representative of governing boards of large, medium-sized, and small districts throughout the United States.

4. The production of a prototype policy reference manual and handbook. The NSBA would create an exhibit of the newly developed classification system and demonstrate its practical application through the production of a prototype reference manual (containing the sample policies) and handbook. The primary function of the handbook would be to demonstrate the adaptability of the system to local needs.

5. The establishment of a model for a policy information clearinghouse. The NSBA would develop a system for the effective exchange of school board policies and information about school board policies to, from, and among local school districts; to, from, and among state school boards associations; and to, from, and among other interested public educational agencies and organizations. It was anticipated that the clearinghouse would eventually serve as a national repository for literature in the field and also as a national center for the dissemination of information about policy development theory and practice.

6. The production of a prototype publication designed to disseminate information about school board policymaking in America's public schools. The NSBA would produce the model for a monthly publication which would be both advisory (dealing with the theory and practice of school board policymaking) and bibliographic (listing each month coded policy documents and other resources available from the proposed clearinghouse).

In its proposal, the National School Boards Association indicated that it was "prepared to follow a vigorous course of action and service to its membership and to the educational community-at-large in order to put to their most productive use the fruits of the proposed development activity...[that it was] prepared to produce and distribute through its usual channels upwards of 3,000 copies of the proposed manual and handbook;...[that it was] prepared to assume responsibility for the continuing operation of the proposed clearinghouse and to produce and to seek the widest possible distribution of the proposed clearinghouse publication;...[and that it was] prepared to implement an intensive and continuous program of information...to acquaint its membership and the educational community-at-large about the proposed policymaking system and services."

Within four months after making its proposal, the National School Boards Association received notification that the United States Office of Education's support for such a research activity would be forthcoming. And between February, 1969, and February, 1970, the research was carried on under the aegis of the NSBA School Board Policy Project (Policy Project).

CHAPTER 2

Methods: How the Objectives Were Achieved

The Policy Project took as its mandate the development of a comprehensive program for meeting its broadest goals. The various models to be produced by the research activity would be tightly interlocked, each serving the other. The nature of the study did require the employment of a variety of skills and abilities[8] but not the employment of any new or unusual or complicated methods of research.

The Project conducted no surveys nor did it create any hypotheses for testing. Consequently, it found no occasion to employ the methodologies of statistical research.

However, comments are in order concerning the methods used to meet two specific objectives--one, the collection of policy samples for exhibit purposes; and two, the creation of the school board policy classification system.

The Collection of Policy Samples

The solicitation of policy samples and reprint rights was made through a form letter. The precedents for acquiring such documents are many, including the voluntary and informal exchanges of policies among local school boards through the good offices of NSBA's affiliated state school boards associations that are carried on continuously. Also, NSBA's previous work in this field has found school boards most willing to share policy statements if they have them.

The Project wrote to a total of 287 selected school districts for copies of local policy manuals. Of this total, 137 school districts had been identified by state school boards associations and other sources as being likely to have an up-to-date set of written policies; the remaining 150 school districts were randomly selected as being representative of every geographic region of the United States as determined by the five standard categories employed by the U.S. Bureau of the Census. Of the total of 287 districts solicited, 115 responded to the request for manuals and for a written

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8. For example, the "statesman's knowledge of policy, the manager's ability to coordinate and expedite, the clerk's ability to attend to small details, the taxonomist's ability to classify information, the research librarian's ability to nose out needed information, and the writer's ability to write clearly."

"agreement to share (policy) information." In addition, manuals came to the Project from other sources, and by February, 1970, the Project's collection numbered 170 manuals to form the nucleus for the Clearinghouse model. (See #5, p. 15.)

Accompanying the search for manuals was the search for resolutions, formal statements, and similar policy reference documents enunciated by professional associations and certain other organizations concerned and informed about American education. Such documents were conceived of as "policy information statements"--informed and important utterances that would be valuable to school boards as reference resources. A representative list of organizations solicited for such resources appears in Appendix I.

Of all documents collected--both policies and "information statements"--a total of 202 were selected for codification as exhibits in the prototype policy reference manual. (See #4, p. 15.) The breakdown of these 202 exhibits is as follows:

--165 are samples of exemplary school board policies;

-- 11 are samples of exemplary administrative rules;

-- 26 are "information statements" selected from various organizations.

The Creation of the Classification System

The classification system represents an arrangement of 13 groups (classes) into which policy terms (descriptors) belong.

The classes as finally adopted are as follows:

A--SCHOOL DISTRICT ORGANIZATION
B--SCHOOL BOARD OPERATIONS
C--GENERAL SCHOOL ADMINISTRATION
D--FISCAL MANAGEMENT
E--BUSINESS MANAGEMENT
F--FACILITY EXPANSION PROGRAM
G--PERSONNEL
H--NEGOTIATIONS
I--INSTRUCTIONAL PROGRAM
J--STUDENTS
K--GENERAL PUBLIC RELATIONS
L--INTERORGANIZATIONAL RELATIONS (education agencies exluded)
M--RELATIONS WITH OTHER EDUCATION AGENCIES

The classification system is, in essence, a term-association

list in which all terms are codified. This enables users to describe policy and policy-information documents to a desired level of specificity for input into a loosleaf binder system of document storage. Contrarily, the coding permits users to describe the information required at output in mutually precise terms.

The classification system, then, serves as an "authority list." It brings into coincidence the "language of documents" and the "language of questions." It provides the "rules of communication" for operating a policy information system successfully.[9]

The classification system is intended to conform to sound principles of information storage and retrieval, to sound principles of school governance, and also to the mandates of practicality. The system's ultimate success or failure, will depend, of course, on the extent of its day-to-day usefulness as a management tool to facilitate board operations.

Basic to the system is the vocabulary of policy development descriptors. In the words of the ERIC Thesaurus, "descriptors are technically meaningful terms or short phrases that are used to characterize a document and which may also be used as index entries. Descriptors perform a dual function in a storage and retrieval system. First, they permit the indexer to describe the subject elements of a document so that it may be stored in a system for future search and retrieval purposes. Second, they represent the raw material from which a searcher may construct a question for the system to answer. In this sense, the body of descriptors is the communication link between the human operators and the users of the system and the system itself. Without a structure to satisfy language, scope, and usage, communication with the system would be impaired."[10]

The Policy Project's classification system for school board policies includes more than 1,000 discrete terms--e.g., "Underground Newspapers," "Psychological Testing," "Nepotism," "Scope of Professional Negotiations," etc. These terms set

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9. This description adapted from wording employed in the Thesaurus of ERIC Descriptors, Second Edition. U.S. Office of Education, Washington, D.C.: Government Printing Office, 1969. Page vii.

10. Ibid.

forth specific issues and concerns for possible school board action at the policy development level.

The final 1,000 terms included in the vocabulary were selected and edited from a collection of more than 10,000 "candidate" terms drawn from many sources, including actual school board policy manuals; the 1960 NSBA-NEA Joint Committee's Reference Manual on School Board Policies; the Information Retrieval Thesaurus of Educational Terms (Case Western Reserve, 1968); Financial Accounting for Local and State School Systems: Handbook II (Office of Education, 1966); the Thesaurus of Eric Descriptors, Second Edition (OE, 1969); and professional journals.

Whenever convenient, EPS descriptors were made to coincide with the terminology of the Educational Resources Information Center, as prescribed by the ERIC Thesaurus, in order to advance the cause of a standard, commonly-understood "language of education." This is why, for example, EPS uses "Students" instead of "Pupils" and "Professional" instead of "Certified." In certain instances, however, the Policy Project departed from ERIC as in the EPS term "School Board" instead of the ERIC descriptor "Board of Education." Why? Because "school board" is a generic term--as in National School Boards Association. All boards of education are school boards, but all school boards are not boards of education. In several New England states, for example, the school board is known as the "school committee."

The coding or "tracking" of terms is by letter rather than number. Letter encoding offers two major advantages over number encoding for the task at hand: (1) A letter system offers more flexibility. (The coder has available 26 separate letters to use compared to only ten digits.) (2) A letter system requires no decimal points. (This tends to reduce the likelihood of errors of reproduction and filing.)

The classification system is supplemented by an alphabetized listing of more than 1,400 terms. Its purpose is to help users find their way quickly to coded descriptors. This index includes both terms used in the classification system and also terms that are not regarded as formal descriptors. These "extras" are cross-referenced to official descriptors. Some of these topics are synonyms. (E.g., Administrative Regulations see "Administrative Rules.") Others are included to show where they might be placed into the system by local classifiers. (E.g., Jury Duty see "Leaves and Absences.")

In addition, major descriptors appear in several places in the index. This again is to facilitate the user's search for correct term placement in the system.

CHAPTER 3

Results: A National System for Developing School Board Policies is Born

As mentioned in Chapter 1, the NSBA--in the project proposal --pledged to follow a vigorous course of action and service to its membership and to the educational community-at-large in order to put to their most productive use the fruits of the proposed development activity...[that it was] prepared to produce and distribute through its usual channels upwards of 3,000 copies of the proposed manual and handbook; ...[that it was] prepared to assume responsibility for the continuing operation of the proposed clearinghouse and to produce and to seek the widest possible distribution to the proposed clearinghouse publication;...[and that it was] prepared to implement an intensive and continuous program of information...to acquaint its membership and the educational community-at-large about the proposed policymaking system and services."

This pledge has been and is still being fulfilled.

In October, 1969, the Project's activities were proceeding ahead of schedule, and in consultation with the Project's advisers--school board members, school administrators, a documentation specialist, a school attorney, and staff members of state education agencies and state school boards associations--the NSBA decided to announce the inauguration in January, 1970, of an important new service to assist the nation's school boards with the task of developing effective educational policies and keeping them up-to-date.

This program is called the Educational Policies Service of the National School Boards Association (EPS/NSBA). EPS/NSBA employs and has absorbed the fruits of the Policy Project's research. The responsibility for producing the necessary printed materials and disseminating information about the Service has been borne by the National School Boards Association with the cooperation of its affiliated state associations. The Service is offered on a low cost membership fee basis to local school districts.

The launching cf EPS/NSBA represents, then, both the culmination of the Policy Project's mission and the achievement of all objectives. This is illustrated by the following events:

--EPS/NSBA has published a completely new school board policy classification system. Features of the classification

system are described in Chapter 2, and the full taxonomy is reproduced as Appendix II

--EPS/NSBA has published a new Educational Policies Reference Manual, which includes the classification system, an alphabetized index of terms, and a "starter file" of 201 exhibit documents, all coded to the classification system. Examples of these exhibit documents appear as Appendices III, IV, and V.

--EPS/NSBA has published a 48-page handbook entitled, School Board Policy Development for the '70s, which provides a step-by-step guide to the utilization of the full system. A page from the handbook, illustrating its style as a "recipe book" appears as Appendix VI.

--EPS/NSBA has established a School Board Policy Information Clearinghouse to serve as a national repository for the collection of school board policy manuals and related literature and to provide reference service to the nation's school boards.

--EPS/NSBA has begun the publication of a monthly six-page Clearinghouse newsletter entitled Updating School Board Policies, to provide school boards with a steady stream of information about policy development theory and practices.

Dissemination Activities

To meet its pledge to inform school boards and the educational leadership community in general about both the Policy Project and the new Service, NSBA has employed a variety of devices. Both news and formal announcements appeared on five consecutive months between October, 1969, and February, 1970, in the pages of the NSBA's own publication, The American School Board Journal, which reaches a readership of more than 40,000 school board members and school administrators. Information has appeared regularly in the pages of the NSBA Newsletter, a monthly publication for state school board leaders. In addition, news announcements have been printed in almost all the journals and/or newsletters published by state school boards associations. NSBA has also mailed news announcements to more than 700 education and general news editors, and it has mailed announcements concerning EPS/NSBA to 13,000 school districts.

Finally, the Principal Investigator has had occasion to speak about the Policy Project and/or the development of

EPS/NSBA at the 1969 Annual Convention of the National School Boards Association in Miami; at a Title III conference on school board policy development in Santee, S.C.; at the Illinois and Wisconsin state school boards associations annual meetings; and at the 1970 Annual Convention of the American Association of School Administrators.

A vigorous program of dissemination will continue beyond the termination of the Policy Project.

The response to the dissemination activities has been encouraging. More than 600 school boards registered their districts as members of EPS/NSBA before the program started in January, 1970. This early indication of interest might well be regarded as an excellent omen for the future.

The Case for Deliberate Speed

In a more leisurely era than ours, a strong case could be made for a research effort as important as the one described herein to be allotted a generous block of time to meet its objectives. Undoubtedly, the Policy Project staff would have felt more "comfortable" had it had the luxury of two or even three years to develop and test its various models. But this would have been a luxury; the necessity--in the opinion of the National School Boards Association--is to provide assistance and service to school boards now. These words, from the NSBA publication, New Dimensions in School Board Leadership, describe the sense of urgency that motivated the Policy Project to work at "all deliberate speed":

> The need for "intelligent, responsible" leadership for democracy's make-ready institutions, the public schools, has never been more urgent. School boards are on the front line in a war that's getting hotter. The nation's grave problems of race and poverty, the phenomenon of student unrest, the taxpayer's revolt, teacher militancy--all these forces are testing the mettle (and the staying power) of the nation's school board members.
>
> School boards--which have considered it worthy all along to work for the unanimous vote, to establish consensus, and to promote harmonious board-staff community "teams"--have few precedents for dealing with dissent, controversy, and today's hot issues. By and large, school boards are relatively unskilled as "managers of diversity and change."

> Some boards are responding to the crisis by muddling through. In meeting after meeting, board members absorb themselves in matters of routine and trivia.
>
> Many boards are not planning for change but rather simply reacting to the steady hammer-beat of one demand after another. They are in a state of "future shock."
>
> There are good, earnest people on school boards everywhere. The talent pool has perhaps never been richer.
>
> Yet the forces that militate against effective school board service are becoming almost overwhelming.
>
> On the eve of the 1970s the traditional role of the school board is in question; there is a crisis in authority at the local level of school governance.[11]

The development of the Policy Project models represent a constructive response from the National School Boards Association to this "crisis in authority."

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11. Adapted from New Dimensions in School Board Leadership: A Seminar Report and Workbook. Evanston, Ill.: National School Boards Association, 1969. Pages 9-10.

CHAPTER 4

Conclusions and Recommendations: The Challenge of Accountability

Implicit in the policy-development program described in these pages are these assumptions:

--Public education is everybody's business.

--The governance of public education will be best served if there is a balance of power in the decisionmaking structure.

These assumptions are reflected by the descriptors which pervade the policy classification system. They cover such matters as Staff Involvement in Policy Drafting; Community Involvement in Decisionmaking; Student Involvement in Decisionmaking; Attorney Involvement; Consultant Involvement; School-City Hall Relations; Interdistrict Relations; Relations With Title III Centers, With the State, With Churches, With Colleges, With Museums and Libraries, With Professional Organizations, With Neighborhood Associations, etc., etc., etc.

Such descriptors acknowledge the existence of a vast pool of intelligence to draw from in efforts to set matters right for America's public schools. Nationwide, this pool numbers more than 20,000 school administrators and other professional education leaders; more than two million teachers; and millions upon millions of interested, knowledgeable, concerned, and affected adults and young people who have ideas and talents to offer the cause of the advancement of education. Such are the supportive forces available to 100,000 school board members.

A Sophisticated View of Policies

It has been an article of faith in American education that the school board makes policy; the administration executes it. In this research, we have accepted the classic distinction between the "legislative" and/or adjudicative function of governing boards (the policymakers); and the function of school administrators (the executors of policies). We have preserved the definition of "board policies" and "administrative rules" that was recorded by the NSBA-NEA

Joint Committee in the Manual developed in 1960.[12]

Such distinctions are useful. In actual practice, they should be serviceable most of the time. But not all of the time.

For one thing, the line between "board" and "administration" does not always hold fast in the minds of school patrons and school staff. Neither public citizens nor teachers are willing to differentiate between who is responsible--board or administration--for a given problem. Citizens, especially in the cities, are bypassing the school superintendent's office and taking their complaints right into the board room. The public is holding the board itself accountable. "Today's world," it has been said, "is not programed for yesterday's school board. Yesterday's board tended too frequently to avoid controversy at all costs. Today, change and conflict are inevitables to be dealt with constantly. Today, school boards have to deal with impatient, angry constituents who are demanding instant solutions to almost impossible problems. The work of today's board is often carried on before the eyes of raucous onlookers who want satisfaction now. If leadership is to have meaning in the 1970s, the American school board will have to learn how to manage and not just react to it."[13]

For another thing, the line between "policies" and "rules never did hold fast--and the distinction is less clean today than in years past. State laws and federal guidelines, for example, often detail the how, whom, and when of "rules" as well as the what and why of "policies." Yet state and federal edicts are, in effect, policies--mandated policies. Also, contracts negotiated between board and employee groups --both professional and nonprofessional--often yield both

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12. "POLICIES are principles adopted by the school board to chart a course of action. They tell what is wanted and may include also why and how much. They should be broad enough to indicate a line of action to be taken by the administration in meeting a number of problems day-after-day; they should be narrow enough to give the administration clear guidance. ADMINISTRATIVE RULES are the detailed directions that are developed by the administration to put policy into practice. They tell how, by whom, where, and when things are to be done." From The Reference Manual on Written School Board Policies, NSBA-NEA Joint Committee. Evanston, Ill.: National School Boards Association, 1960. Pages 4-5.

13. New Dimensions, op. cit., page 15.

highly specific "rules" and also broad "policies." But once signed by the board, the negotiated contract has to be considered as a policy document.

Perhaps as much as 80 to 90% of what school boards do has been predetermined by state law, federal guidelines, court decisions, negotiated agreements, and budget limitations. Regardless, school boards are held accountable as the responsible governing bodies of the nation's public schools. In colloquial terms, the buck stops at the board room door.

The school board that accepts the mantle of accountability will give priority to its policy development responsibilities. And it will recognize that the process of board policy development and administrative execution of policy is a much more complex, delicate, and sophisticated activity than heretofore described in textbook literature.

Policy development is a process that recognizes many antecedent movements that come to the board's attention. It involves many forces beyond the board's control. It involves consultation, planning, and study in cooperation with many groups and organizations and with many individuals, laymen and professional educators alike. It involves keeping the lines of communication open at all times. No school board makes policy in isolation from antecedent movements and forces and existing pressures. Yet the board that holds itself accountable can exercise considerable power at the crucial moment. Boards do indeed initiate policy, but equally important, they serve as vital policy brokers and policy adjudicators. The school board's final policy determination represents key decisions that unlock many other decisions and actions.

In this context, policy development remains one of the paramount responsibilities of responsible school boards. And in exercising this responsibility, school boards become managers of change and diversity and viable forces for the advancement of public education. They become "education's ruddermen."

> "It is at this point where the school board can serve a highly creative role. As a long-established occupant of the community's center stage, it is in a unique position for taking the initiative in advancing the cause of mutual planning, coordination, and execution of the total, interlocking educational mission. Vis-a-vis the other partners-in-education, the school board can serve as an 'enabling agency' that helps catalyze <u>total</u> community progress."[14]

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14. <u>Ibid</u>, page 19.

The models created by the research reported herein and the Educational Policies Service developed from these models are in harmony with the new challenge before school boards to become managers of change.

Can the school boards of the 1970s fulfill this new role? It is vitally important to the nation that they do so. Yet the task of preparing school boards for this challenge is large. The full resources of the National School Boards Association, including EPS/NSBA, will be brought to bear on this task in the months and years ahead. Yet these resources are limited. Support will be required if the task is to be fully achieved. Hence, the recommendations which follow.

Recommendations

The research results reported herein point unerringly to steps which must be taken if the fruits of these labors are to meet their full potential. That potential is nothing less than improving the quality of local school governance throughout these United States.

1. Inservice education of school board members and school administrators. There is need for a national program of workshops and similar inservice education experiences designed to develop expertise among school board members and school administrators in modern policy development practices exemplified by the materials produced under Contract No. OEC-5-9-230179-0044.

2. Information network linkage. There is need to link the strong information gathering and dissemination facilities of the NSBA policy information clearinghouse with other educational information centers. Such a linkage is necessary to help fulfill the requirements of both professional educators and lay educational leaders for a steady flow of current and authoritative information in "consumer form."

3. Special assistance for community college boards. The proliferation of community colleges in the United States requires that the governing boards of these many new institutions be brought into the mainstream of current practice and theory in educational governance. The school board policy development models created under Contract No. OEC-5-9-230179-0044 may be adapted from their present form to the particular needs of these boards. But if adaptions are to be made by separate boards in isolation from one another, the results --in effect--would proliferate many individualized policy

systems rather than provide a nationally standard and authoritative system available to all community college boards. A standard system, adapted from new taxonomy and developed under the auspices of the National School Boards Association's Council of Community College Boards, holds the best promise for developing sound practices in policy development among the nation's community college boards.

APPENDIX I

A Representative List of Organizations Solicited for Resolutions and/or Other Statements Potentially Useful as Guidelines for the Development of Local School Policy

Adult Education Association of the USA
American Association for Health, Physical Education and Recreation
American Association for the Advancement of Science
American Bar Association
American Classical League
American Educational Research Association
American Home Economics Association
The American Legion
American Library Association
American Personnel and Guidance Association
American Public Health Association
American Social Health Association
Association for Childhood Education International
Association for Student Teaching
Association of Classroom Teachers
Association of College Admission Counselors
Child Study Association of America, Inc.
Child Welfare League of America, Inc.
Columbia Scholastic Press Association
Conservation Education Association
Council for Basic Education, Inc.
Council for Exceptional Children
Council of Educational Facility Planners
Council on Social Work Education, Inc.
Department of Audiovisual Instruction
Department of Elementary-Kindergarten-Nursery Education
Department of Home Economics
Education Writers Association
Educational Film Library Association, Inc.
Educational Press Association of America
International Reading Association
Joint Council on Economic Education
Modern Language Association of America
Music Educators National Conference
National Art Education Association
National Association for Gifted Children
National Association for Public School Adult Education
National Association for Retarded Children, Inc.
National Association of Social Workers
National Association of State Directors of Special Education
National Association of Student Personnel Administrators
National Council for the Social Studies
National Council for Teachers of English

National Federation of Modern Language Teachers Association
National Fire Protection Association
National Kindergarten Association
National Society for the Study of Education
National Vocational Guidance Association
NAACP
Speech Association of America
Urban League (National)
U.S. National Commission for UNESCO
Veterans of Foreign Wars

APPENDIX II

A Taxonomy for a School Board Policy Codification and Retrieval System

A SCHOOL DISTRICT ORGANIZATION

B SCHOOL BOARD OPERATIONS

C GENERAL SCHOOL ADMINISTRATION

D FISCAL MANAGEMENT

E BUSINESS MANAGEMENT

F FACILITY EXPANSION PROGRAM

G PERSONNEL

H NEGOTIATIONS

I INSTRUCTIONAL PROGRAM

J STUDENTS

K GENERAL PUBLIC RELATIONS

L INTERORGANIZATIONAL RELATIONS (education agencies excluded)

M RELATIONS WITH OTHER EDUCATION AGENCIES

Signs and Symbols Used in the School Board Policy Codification and Retrieval System

SN — Scope Note--a brief statement used when necessary in order to clarify and/or limit the intended use of a descriptor entry.

Administrative Personnel
SN For school management and supervisory personnel below district superintendent level.

Also — A prefix to a parenthetical code to indicate that the identical term (and identical school board policy) appears elsewhere in the classification system.

AFC (ALSO EBBD) Emergency Closings

EBBD (ALSO AFC) Emergency Closings

Cf. — A prefix to a parenthetical code to indicate that a related term (and related school board policy) appears elsewhere in the classification system.

JCDAC (CF. IDBB) Drug Use

IDBB (CF. JCDAC) Drug Education

-R — An affix to a code to indicate that the statement it describes is an administrative rule, not a school board policy.

( )* — Parenthetical codes with asterisks (and accompanying terms) are not officially part of the EPS classification system but are included to suggest how the system may be expanded or modified by the user.

(HAHAA)* Recognition of Professional Staff Negotiating Organization

A--SCHOOL DISTRICT ORGANIZATION

AA School District Legal Status
SN An information category.
AAA Decentralization Legal Status

AB School Board Legal Status
SN Largely an information category offering little if any leeway for board action.
ABA Authority
ABB Powers and Duties (Cf. BBBA)
ABC Board Members (Cf. BBB)
ABCA Number
ABCB Qualifications
ABCC Terms of Office
ABCD Method of Election (Cf. LDAC)
ABCDA Unexpired Term Fulfillment
ABCE Resignation
ABCF Removal from Office
ABD School Superintendent Legal Status (Cf. CE)

AC School District Organization Plan

AD School District Attendance Areas (Cf. JBCC)
ADA School Census

AE School Year
AEA School Calendar
AEAA Vacations
AEAB Holidays
AEB Extended School Year (Cf. IDC)
AEBA Summer Sessions (Cf. IDCA)

AF School Day
AFA Double Sessions
AFB Evening Sessions
AFC Emergency Closings (Also EBBD; Cf. JGFA)

B--SCHOOL BOARD OPERATIONS

BA Goals and Objectives

BB Internal Organization
BBA Officers
BBAA Method of Election (Cf. BCAA)
BBAB Duties
BBABA President
BBABB Vice-President
BBABC Secretary
BBABD Clerk
BBABE Treasurer
BBABF Parliamentarian
BBB Members (Cf. ABC)
BBBA Duties (Cf. ABB)
BBBB New Member Orientation
BBBC Board Member Development Opportunities
BBBD Bonded Members
BBBE Compensation
SN Includes salaries, expense allowances, and benefits such as liability insurance coverage.
BBC Board Committees
BBCA Standing Committees
BBCB Temporary Committees
BBCC Committees of the Whole
BBD Board-School Superintendent Relations (Also CF)
BBE Attorney
BBF Advisory Committees (Also KCBA)
BBFA Types and Functions
BBFB Method of Appointment
BBFC Organization
BBFD Resources
BBFDA Personnel
BBFDB Materiel
BBFDC Financial
BBFE Liaison
BBFF Reporting
BBFG Dissolution
BBG Consultants (Cf. CJ, FDAA, FEAA)

BC Meetings
BCA Types
BCAA Annual (Cf. BBAA)
SN The organizational meeting of the board, usually once a year, when the board elects its officers.
BCAB Regular
BCAC Special
BCAD Adjourned
BCAE Public Hearings (Also KCC; Cf. DCDB)

BCB Procedures
BCBA Time and Place
BCBB Notification
BCBC Preparation
BCBD Agendas
BCBE Distribution of Materials
BCBF Rules of Order
BCBFA Quorum
BCBFB Suspension of the Rules
BCBG Voting Method
BCBH Minutes
BCBI Public Participation (Also KCA)
BCBJ News Coverage (Cf. KBCC)
BCBJA Press Services (Also KBCCA)
BCBJB Broadcasting and Taping (Also KBCCB)
BCBK Executive Sessions

BD Policy Development (Cf. CM)
BDA Policy Development System Adoption
BDAA Policy Draft Writer
SN The person designated by the board, often an administrator, who is responsible for recasting group consensus about policy recommendations into acceptable prose for further deliberation and/or action.
BDB Policy Drafting
SN The ongoing process of planning, gathering information, and preparing recommendations relative to the need for new policies and/or the revision and repeal of existing policies.
BDBA Attorney Involvement
BDBB Staff Involvement (Also GAC)
BDBC Community Involvement (Also KCBB)
BDBD Student Involvement (Also JCB)
BDC Policy Adoption
SN The official action of the board that makes new and/or revised policy statements operable.
BDD Policy Dissemination
BDE Policy Review
SN The periodic assessment by the board of its existing policies and policy development system.
BDF Review of Administrative Rules (Also CMAD)
BDG Administration in Policy Absence (Also CMB)
BDH Suspension of Policies

BE School Board Records

BF Annual Reports

BG Memberships
BGA Area School Boards Association (Also MGB)
BGB State School Boards Association (Also MGB)
BGC National School Boards Association (Also MGB)

BH Ethics

C--GENERAL SCHOOL ADMINISTRATION

CA Goals and Objectives

CB Ethics
SN An information category since ethics are determined by a profession and not imposed upon it.

CC Organization Charts
CCA District
CCB District Departments
CCC School Buildings

CD Line and Staff Relations

CE School Superintendent (Cf. ABD)
CEA Qualifications
CEB Duties
CEC Recruitment
CED Appointment
CEE Compensation and Benefits
CEF Travel Expenses
CEG Professional Development Opportunities
CEH Consulting
CEI Evaluation
CEJ Separation
CEK Resignation
CEL Retirement

CF Board-School Superintendent Relations (Also BBD)

CG Administrative Personnel
SN For school management and supervisory personnel below district superintendent level.
CGA Compensation Guides and Contracts
CGB Positions
CGBA Qualifications and Duties
SN Job descriptions listed and coded (CGBAA, CGBAB, etc.) job-by-job.
CGC Recruitment
CGD Hiring
CGE Assignment
CGF Orientation
CGG Probation
CGH Supervision
CGI Evaluation
CGJ Promotion
CGK Tenure
CGL Transfer
CGM Separation
CGN Resignation

CGO Retirement
CGP Working Conditions
CGPA Health Examinations
CGPB Time Schedules
CGPC Work Load
CGPD Travel Expenses
CGPE Nonschool Employment
CGPEA Consulting
CGPF Professional Leaves and Absences
CGPFA Sabbaticals
CGPFB Conferences and Visitations
CGPG Personal Leaves and Absences
CGPGA Emergency and Legal
CGPGB Illness
CGPGC Maternity
CGPGD Military
CGPGE Religious
CGPGF Bereavement
CGPH Vacations

CH Part-Time Administrators

CI Administrative Intern Program

CJ Consultants (Cf. BBG, FDAA, FEAA)

CK Professional Development Opportunities

CL Councils, Cabinets, and Committees
CLA Types and Functions
CLB Method of Appointment
CLC Organization
CLD Resources
CLDA Personnel
CLDB Materiel
CLDC Financial
CLE Liaison
CLF Reporting
CLG Dissolution

CM Policy Implementation (Cf. BD)
CMA Administrative Rules
CMAA Rules Drafting
CMAAA Staff Involvement (Also GAC)
CMAAB Community Involvement (Also KCBB)
CMAAC Student Involvement (Also JCB)
CMAB Rules Adoption
CMAC Rules Dissemination
CMAD Rules Review (Also BDF)
CMB Administration in Policy Absence (Also BDG)

CN	Records
CNA	Types
CNB	Public Use
CNC	Disposition
CO	Reports
COA	Types
COB	Dissemination

D--FISCAL MANAGEMENT

DA	Goals and Objectives
DB	Planning Programing Budgeting System
DBA	Program Structure
DBB	Multi-Year Financial Plan
DBC	System Analysis
DC	Annual Operating Budget
DCA	Goals and Objectives
DCAA	Priorities
DCB	Fiscal Year
DCC	Preparation Procedures
DCCA	Deadlines and Schedules
DCCB	Staff Involvement (Also GAB)
DCCC	Public Involvement (Also KCBC)
DCCD	Local Government Involvement (Cf. LDA)
DCCE	Student Involvement (Also JCC)
DCD	Preliminary Adoption Procedures
DCDA	Publication of Recommendations
DCDB	Hearings and Reviews (Cf. BCAE, KCC)
DCE	Final Adoption Procedures
DCEA	Referenda
DCF	Appeals Procedures
	SN Applicable to districts that are not fiscally independent.
DCG	Encumbrances
DCH	Periodic Budget Reconciliation
DCI	Line Item Transfer Authority
DD	State and Federal Aid Eligibility Determination (Cf. EFDA)
DE	Debt Limitation
DF	Revenues (Cf. FF)
DFA	Local Tax Revenues
DFB	State Aid
DFC	Federal Aid
DFD	Bond Sales (Also FFA)
DFE	Short Term Notes (Also FFB)
DFEA	Tax Anticipation Notes (Cf. FFAC)
DFF	Grants
DFG	Fees, Payments, and Rentals (Cf. EBH, ECE, KG)
DFGA	Types
DFH	Tuition Income
DFI	Royalty Income
DFJ	Fines
DFK	Gifts and Bequests
DFL	Investment Earnings
DFLA	General Fund Investment
DFLB	Building Fund Investment (Cf. FFAE)

DFM Equipment and Supplies Sales
DFN Property Sales

DG Depository of Funds

DH Bonded Employees

DI Accounting and Reporting
DIA Accounting System
DIB Financial Reports and Statements
DIBA Types and Deadlines
DIC Inventories
DICA Types and Deadlines
DID Audits
DIDA Types and Deadlines

DJ Expenditure of Funds
DJA Checking Accounts
DJAA Authorized Signatures
DJAB Check-Writing Services
DJB Petty Cash Accounts
DJC Payroll Procedures
DJCA Pay Day Schedules
DJCB Salary Deductions (Also GAL)
DJD Expense Reimbursements
DJE Purchasing of Goods and Services (Cf. DJF)
DJEA Purchasing Authority
DJEAA Board Approval
DJEAB Administrative Leeway
DJEB Quality Control
DJEBA Specifications
DJEBB Purchasing Guides and Vendor Lists
DJEBC Trial Tests and Field Checks
DJEBD Inspections
DJEBE Guarantees
DJEC Cost Control
DJECA Standardization
DJECB Quantity Purchasing
DJECC Cooperative Purchasing
DJED Bids and Quotations Requirements
DJEE Local Purchasing
DJEF Requisitions
DJEG Purchase Orders and Contracts
DJEH Change Orders
DJEI Vendor Relations
DJEIA Sales Calls and Demonstrations
DJEJ Payment Procedures
DJEJA Bill Payment Authorization
DJF Capital Equipment Purchasing (Cf. DJE)
SN Excludes real estate purchasing.
DJFA Purchasing Authority
DJFAA Board Approval
DJFAB Administrative Leeway

DJFB Quality Control
DJFBA Specifications
DJFBB Purchasing Guides and Vendor Lists
DJFBC Trial Tests and Field Checks
DJFBD Inspections
DJFBE Guarantees
DJFC Cost Control
DJFCA Standardization
DJFCB Quantity Purchasing
DJFCC Cooperative Purchasing
DJFD Bids and Quotations Requirements
DJFE Local Purchasing
DJFF Requisitions
DJFG Purchase Orders and Contracts
DJFH Change Orders
DJFI Vendor Relations
DJFIA Sales Calls and Demonstrations
DJFJ Payment Procedures
DJFJA Bill Payment Authorization
DJG Lease and Rental Payments
DJH Note and Bond Payments

DK Student Activities Funds Management (Also JHB)

DL Cash in School Buildings
SN Refers to the safeguarding of cash on hand.

DM Reserve Funds (Cf. FFC)

DN Surplus Funds

DO School Properties Disposal Procedure

E--BUSINESS MANAGEMENT

SN Excludes fiscal management.

EA	Goals and Objectives
EB	Buildings and Grounds Management
EBA	Insurance Program
EBAA	Casualty
EBAB	Liability
EBAC	Self-Insurance
EBB	Safety
EBBA	Fire Prevention (Cf. LDAK)
EBBB	Warning Systems
EBBC	Emergency Drills (Also JGFA; Cf. LDAL)
EBBD	Emergency Closings (Also AFC)
EBBE	Traffic and Parking Controls (Cf. JGFD, JGFF)
EBBF	Safety Inspections
EBC	Security
EBCA	Vandalism Protection
EBD	Heating and Lighting
EBE	Cleaning Program
EBF	Sanitation
EBG	Repairs
EBGA	Routine
EBGB	Emergency
EBH	Leasing and Renting (Cf. DFG, FI)
EBI	Long-Range Maintenance Program
EBIA	Buildings
EBIB	Grounds
EBJ	Records
EBJA	Types
EC	Equipment and Supplies Management
ECA	Insurance Program
ECAA	Casualty
ECAB	Liability
ECAC	Self-Insurance
ECB	Receiving
ECC	Warehousing
ECD	Distribution
ECE	Leasing and Renting (Cf. DFG)
ECF	Equipment Maintenance
ECG	Records
ECGA	Types
ED	Student Transportation Management
EDA	Carrier Types
EDAA	School-Owned Buses
EDAB	Leased Buses
EDAC	Contracted Bus Service
EDAD	Public Carriers
EDAE	Private Vehicles

EDB Insurance Program
EDBA Casualty
EDBB Liability
EDBC Self-Insurance
EDC Safety
EDCA Safety Inspection
EDCB Student Conduct (Cf. JCD)
EDD Scheduling and Routing
EDDA Special Use of School Buses
EDDB Walkers and Riders (Also JGGA)
EDE Maintenance Program
EDF Records
EDFA Types

EE School Lunch Services Management
EEA Free Lunch Policy (Also JGHA)
EEB Sanitation Inspections
EEC Records
EECA Types

EF Data Management
SN For policies of a general nature on the generation and control of statistical and other information as desired by the district and/or required by state and federal regulations. See also "Records" and "Reports" in Index.
EFA Data Collection Purposes
EFB Data Collection and Retrieval Methods
EFC Data Analysis
EFD Data Dissemination
EFDA To Education Agencies (Cf. DD, MI, MJ)
EFDB To Staff (Cf. HAIDA, HBIDA)
EFDC To Public (Cf. KL)

F--FACILITY EXPANSION PROGRAM

SN Includes new construction as well as related activities such as acquiring sites, plant remodeling or modernizing, and leasing or renting property to meet expansion needs.

FA Goals and Objectives

FB Building Committees
SN Applicable where such committees function by law.
FBA Legal Status
FBB Types and Functions
FBC Method of Appointment
FBD Organization
FBE Resources
FBEA Personnel
FBEB Materiel
FBEC Financial
FBF Liaison
FBG Reporting
FBH Dissolution

FC Public Information Program (Cf. KB)

FD Long-Range Planning
FDA Long-Range Planning Involvement
FDAA Consultants (Cf. BBG, CJ, FEAA)
FDAB Architects
FDAC Attorney
FDAD Staff
FDAE Community(Cf. KCBD)
FDAF Local Government
FDAG State Government
FDAH Federal Government
FDB Long-Range Needs Determination
FDBA Existing Facilities Inventory
FDBAA Existing Facilities Use
FDBAB Existing Facilities Use Evaluation
FDBB Obsolescence Determination
FDBC Instructional Needs Projections
FDBD Enrollment Projections
FDBE Community Use Needs Projections
FDBF Site Availability Projections
FDBFA Investment in Sites
FDBG Cost Projections
FDC Naming New Facilities

FE Project Planning
FEA Project Planning Involvement
FEAA Consultants (Cf. BBG, CJ, FDAA)
FEAB Architects

FEAC Attorney
FEAD Staff
FEAE Community
FEAF Local Government
FEAG State Government
FEAH Federal Government
FEB Educational Specifications
SN Detailed, precise, expert presentation of a plan or proposal for educational facilities including equipment, classrooms, laboratories, curriculum, etc.
FEC Architectural Programing
SN The process of identification and systematic organization of the functional, architectural, structural, mechanical, and esthetic criteria which influence decisionmaking for the design of a functional space, building, or facility.
FED Plans and Specifications
FEDA Site
FEDB Construction
FEDC Equipment
FEE Cost Estimates
FEEA Preliminary
FEEB Final
FEF Capitalization Planning

FF Project Financing (Cf. DF)
FFA Bond Sales (Also DFD)
FFAA Bond Referenda
FFAB Bond Issues
FFAC Bond Anticipation Notes (Cf. DFEA)
FFAD Bond Sales Reserves
FFAE Bond Sales Investment (Cf. DFLB)
FFB Short Term Notes (Also DFE)
FFC Reserve Funds Use (Cf. DM)
FFD Annual Budget Use
FFE Supplementary Appropriations
FFF State Loans and Grants
FFG Federal Loans and Grants

FG Project Administration
FGA General Supervision
FGAA Board Responsibilities
FGAB Building Committee Responsibilities
FGAC School Administration Responsibilities
FGAD Architect Responsibilities
FGAE Contractor Responsibilities
FGB Site Acquisition Procedures
FGC Bids and Quotations
FGCA Job Specifications
FGCB Bid Advertisements and Solicitations
FGCC Bid Opening Procedures
FGCD Determination of Low Bidder Responsibility

FGD Contracts
FGDA Contract Drafting
FGDAA Fair Employment Clause
FGDAB Affidavits and Guarantees
FGDB Contract Awards Procedure
FGE Project Insurance Program
FGEA Casualty
FGEB Liability
FGEC Surety Bonds
FGF Quality Control
FGFA Inspections
FGFB Field Checks
FGG Change Orders
FGH Payment Procedures
FGHA Installment
FGHB Final
FGI Records and Reports

FH Completed Project
FHA Board Inspection and Acceptance
FHB Staff Training for Occupancy
FHC Public Dedication
FHCA Names on Building Plaques

FI Leasing and Renting to Meet Expansion Needs (Cf. EBH)
FIA Semi-Permanent Arrangements
FIB Temporary Arrangements
FIBA Emergency Schoolhousing

G--PERSONNEL

GA General Section
SN Policies applicable to all school employees.

GAA Goals and Objectives
GAAA Equal Opportunity Employment

GAB Budget Planning Involvement (Also DCCB)

GAC Policies and Rules Development Involvement (Also BDBB, CMAAA)

GAD Professional Development Opportunities
GADA Requirements

GAE Complaints and Grievances

GAF Staff-Student Relations (Also JP)

GAG Conflicts of Interest (Cf. GBU)
GAGA Nepotism

GAH Staff-Community Relations (Also KD)
GAHA Participation in Community Activities (Also KDA)
GAHB Political Activities
GAHC Public Appearances (Also KDB)

GAI Solicitations
GAIA Solicitations by Staff Members (Also KDCA)
GAIB Solicitations of Staff Members (Also KDCB)

GAJ Gifts
GAJA Gifts by Staff Members
GAJB Gifts to Staff Members (Cf. KHD, JLA)

GAK Records
GAKA Types
GAKB Public Use
GAKC Disposition

GAL Salary Deductions (Also DJCB)

GB Professional Personnel Section
SN Excludes district school superintendent and other school management and supervisory personnel classified under CG policies.

GBA Compensation Guides and Contracts
SN Scope of category determined by actual agreements in force. See Handbook.

GBAA Merit System

GBB Positions

GBBA Qualifications and Duties
SN Job descriptions listed and coded (GBBAA, GBBAB, etc.) job-by-job.

GBC Recruitment

GBD Hiring

GBE Assignment

GBF Orientation

GBG Probation

GBH Supervision

GBI Evaluation

GBJ Promotion

GBK Suspension

GBL Tenure

GBM Transfer

GBN Separation

GBO Resignation

GBP Reemployment

GBQ Retirement

GBR Working Conditions

GBRA Health Examinations

GBRB Time Schedules

GBRC Work Load

GBRD Staff Meetings

GBRE Extra Duty

GBRF Travel Expenses

GBRG Nonschool Employment

GBRGA Consulting

GBRGB Tutoring for Pay

GBRH		Professional Leaves and Absences
GBRHA		Sabbaticals
GBRHB		Conferences and Visitations
GBRHC		Exchange Teaching
GBRI		Personal Leaves and Absences
GBRIA		Emergency and Legal
GBRIB		Illness
GBRIC		Maternity
GBRID		Military
GBRIE		Religious
GBRIF		Bereavement
GBRJ		Arrangement for Substitutes
GBRK		Vacations
GBS	Professional Organizations (Cf. HAH, MGA)	
GBT	Professional Publishing	
GBU	Ethics (Cf. GAG)	
	SN An information category since ethics are usually determined by a profession and not imposed upon it.	

GC Nonprofessional Personnel Section
SN Excludes school management and supervisory personnel classified under CG policies.

GCA Compensation Guides and Contracts
SN Scope of category determined by actual agreements in force. See Handbook.

GCAA Merit System

GCB Positions

GCBA Qualifications and Duties
SN Job descriptions listed and coded (GCBAA, GCBAB, etc.) job-by-job.

GCC Recruitment

GCD Hiring

GCE Assignment

GCF Orientation

GCG Probation

GCH Supervision

GCI Evaluation

GCJ Promotion

GCK Suspension

GCL Tenure

GCM Transfer

GCN Separation

GCO Resignation

GCP Reemployment

GCQ Retirement

GCR Working Conditions

GCRA Health Examinations

GCRB Time Schedules

GCRC Work Load

GCRD Overtime Pay

GCRE Travel Expenses

GCRF Nonschool Employment

GCRG		Leaves and Absences
GCRGA		Emergency and Legal
GCRGB		Illness
GCRGC		Maternity
GCRGD		Military
GCRGE		Religious
GCRGF		Bereavement
GCRH		Vacations
GCRI		Paid Holidays
GCS	Employee Organizations (Cf. HBH)	

GD Paraprofessional Personnel Section

GDA Compensation Guides and Contracts
SN Scope of category determined by actual agreements in force. See Handbook.

GDAA Merit System

GDB Positions

GDBA Qualifications and Duties
SN Job descriptions listed and coded (GDBAA, GDBAB, etc.) job-by-job.

GDC Recruitment

GDD Hiring

GDE Assignment

GDF Orientation

GDG Probation

GDH Supervision

GDI Evaluation

GDJ Promotion

GDK Suspension

GDL Tenure

GDM Transfer

GDN Separation

GDO Resignation

GDP Reemployment

GDQ Retirement

GDR Working Conditions

GDRA Health Examinations

GDRB Time Schedules

GDRC Work Load

GDRD Staff Meetings

GDRE Extra Duty

GDRF Travel Expenses

GDRG Nonschool Employment

GDRH Personal Leaves and Absences

GDRHA Emergency and Legal

GDRHB Illness

GDRHC Maternity

GDRHD		Military
GDRHE		Religious
GDRHF		Bereavement
GDRI	Vacations	
GDS	Employee Organizations (Cf. HAH, HBH)	

H--NEGOTIATIONS

HA Professional Personnel Negotiations

HAA Legal Status

HAB Goals and Objectives

HAC Scope of Professional Negotiations (Cf. HAIC)

HAD Board Rights and Duties

HAE Board Negotiating Agents

HAF Superintendent's Role

HAG Professional Staff Rights

HAH Professional Staff Negotiating Organization (Cf. GBS,GDS)
HAHA Method of Determination
HAHB Privileges
HAHBA Use of School Facilities
HAHBB Use of School Equipment
HAHBC Use of School Time

HAI Bargaining Meeting Procedures
HAIA Time and Place
HAIAA Time Limits
HAIB Notification
HAIC Agenda Determination (Cf. HAC)
HAID Distribution of Information
HAIDA Research Assistance (Cf. EFDB)
HAIE Quorum
HAIF Rules of Order
HAIG Minutes and Records
HAIH Progress Reporting
HAIHA To Staff and Board
HAIHB To Press and Public

HAJ Preliminary Agreement Disposition

HAK Ratification Procedures

HAL Announcement of Agreement

HAM Impasse Procedures
HAMA Mediation
HAMB Fact Finding
HAMC Arbitration

HAN Sanctions and Slowdowns

HAO Boycotts and Strikes

HB Nonprofessional Personnel Negotiations

HBA Legal Status

HBB Goals and Objectives

HBC Scope of Nonprofessional Negotiations (Cf. HBIC)

HBD Board Rights and Duties

HBE Board Negotiating Agents

HBF Superintendent's Role

HBG Nonprofessional Staff Rights

HBH Nonprofessional Staff Negotiating Organization (Cf. GCS, GDS)

HBHA Method of Determination
HBHB Privileges
HBHBA Use of School Facilities
HBHBB Use of School Equipment
HBHBC Use of School Time

HBI Bargaining Meeting Procedures
HBIA Time and Place
HBIAA Time Limits
HBIB Notification
HBIC Agenda Determination (Cf. HBC)
HBID Distribution of Information
HBIDA Research Assistance (Cf. EFDB)
HBIE Quorum
HBIF Rules of Order
HBIG Minutes and Records
HBIH Progress Reporting
HBIHA To Staff and Board
HBIHB To Press and Public

HBJ Preliminary Agreement Disposition

HBK Ratification Procedures

HBL Announcement of Agreement

HBM Impasse Procedures
HBMA Mediation
HBMB Fact Finding
HBMC Arbitration

HBN Walkouts and Slowdowns

HBO Boycotts and Strikes

I--INSTRUCTIONAL PROGRAM

IA Philosophy
IAA Academic Freedom

IB Goals and Objectives

IC Curriculum Development
ICA Resources
ICAA Personnel
ICAB Materiel
ICAC Financial
ICB Planning
ICC Research (Cf. ME)
ICD Pilot Projects
ICE Pilot Project Evaluation (Cf. IJ)
ICF Curriculum Adoption
ICFA Curriculum Guides and Course Outlines

ID Curriculum Design
IDA Basic Program
SN Includes the full range of programs designed to meet the individual needs of the great majority of students and beginning, in some districts, with preprimary areas of instruction and extending, in some districts, beyond grade 12. Basic skills instruction, citizenship education, conservation education, occupational education, home economics, and the standard academic areas of instruction are regarded here as component elements of the Basic Program.
IDB Health Education
IDBA Sex Education
IDBB Drug Education (Cf. JCDAC)
IDC Extended Programs (Cf. AEB)
IDCA Summer Program (Cf. AEBA)
IDCB Evening Program
IDCC School Camp Program
IDCD Travel Study Program (Cf. JQK)
IDCE Advanced College Placement (Also MFC)
IDCF Work-Study Programs (Also LEGA; Cf. JJC)
IDD Special Programs (Cf. JQ)
IDDA Disadvantaged
IDDB Remedial and Therapeutic
IDDC Homebound Instruction
IDDD Gifted Student
IDDE Driver Training
IDDF Physically Handicapped (Cf. JQA)
IDDG Mentally Handicapped (Cf. JQB)
IDDH Perceptually Handicapped (Cf. JQC)
IDDI Emotionally Disturbed (Cf. JQD)
IDE Cocurricular Activities (Cf. JH)

IDF Interscholastic Activities (Also MDB)
IDFA Interscholastic Athletics (Also MDBA)
IDG Adult Education Program (Cf. JQJ)
IDGA Manpower Training Program

IE Instructional Arrangements
IEA Grouping for Instruction
IEB Organization for Instruction
IEBA Self-Contained Classrooms
IEBB Nongraded Schools
IEBC Departmentalization
IEC Class Size
IED Scheduling for Instruction
IEE Student Schedules
IEF Team Teaching
IEG Differentiated Staffing
IEH Independent Study

IF Instructional Resources
IFA Classroom Materials
IFAA Textbook Selection and Adoption
IFAB Supplementary Materials Selection and Adoption
IFAC Equipment and Supplies Selection and Adoption
IFB Instructional Services
IFBA Teacher Aides
IFBB Resource Teachers
IFBC Instructional Materials Centers
IFBD School Libraries
IFBDA Professional Libraries
IFBE Instructional Television
IFBEA Closed-Circuit Television
IFBEB Educational Television
IFBF Instructional Radio
IFBG Computer Assisted Instruction
IFC Community Resources (Cf. KF, MB)
IFCA Community Resource Guides (Also KFA)
IFCB Field Trips and Excursions (Also KFB)
IFCC Use of Community Resource Persons (Also KFC)
IFCD School Volunteers (Also KFD)

IG Guidance Program (Also JE)

IH Academic Achievement (Also JF)
IHA Grading Systems
IHAA Final Examinations
IHAB Report Cards (Also JFAA)
IHB Homework
IHC Class Rankings
IHD Honor Rolls
IHE Promotion and Retention (Also JFB)
IHEA Make-Up Opportunities
IHEAA Tutoring
IHEB Acceleration
IHF Graduation Requirements (Cf. JFC)

II	Testing Programs (Cf. JGDA)
IIA	Test Selection and Adoption
IIB	Test Administration
IIC	Use and Dissemination of Test Results
IJ	Evaluation of Instructional Program (Cf. ICE, MK)
IK	Miscellaneous
IKA	Teaching Methods
IKB	Controversial Issues
IKC	Teaching About Religion
IKD	School Ceremonies and Observances
IKDA	Flag Displays
IKE	Assemblies
IKF	School Book Stores
IKG	Book and Science Fairs
IKH	Substitute Teaching
IKI	Lesson Plans

J--STUDENTS

JA Goals and Objectives
JAA Equal Educational Opportunities

JB Attendance
JBA Compulsory Attendance Ages
JBB Entrance Age
JBC School Admissions
JBCA Resident Students
JBCAA New Resident Students
JBCB Nonresident Students
JBCBA Tuition (Cf. JS)
JBCC Assignment (Cf. AD)
JBCCA To Schools
JBCCB To Classes
JBCD Transfers and Withdrawals
JBD Absences and Excuses
JBE Truancy
JBF Released Time (Also MCB)
JBG Readmissions

JC Rights and Responsibilities
JCA Civil Rights of Minors
JCAA Due Process
JCAB Interrogations and Searches (Cf. LDAJA)
SN For policy statement regarding interrogations and searches by school officials only.
JCB Policies and Rules Development Involvement (Also BDBD, CMAAC)
JCC Budget Planning Involvement (Also DCCE)
JCD Conduct (Cf. EDCB, JHCCA)
JCDA Behavior Code
JCDAA Smoking
JCDAB Alcohol Use
JCDAC Drug Use (Cf. IDBB)
JCDB Dress Code
JCE Complaints and Grievances
JCEA Ombudsman
JCEB Hearing Procedure
JCEC Demonstrations and Strikes

JD Discipline
JDA Corporal Punishment
JDB Detention
JDC Probation
JDD Suspension
JDE Expulsion

JE Guidance Program (Also IG)
JEA Educational Guidance
JEB Personal Guidance
JEC Vocational Guidance

JF Academic Achievement (Also IH)
JFA Reporting
JFAA Report Cards (Also IHAB)
JFAB Student Conferences
JFAC Parent Conferences
JFB Promotion and Retention (Also IHE)
JFC Graduation (Cf. IHF)

JG Student Welfare
JGA Student Insurance Programs
JGB Student Aid Programs
JGC Student Health Services
JGCA Physical Examinations
JGCB Innoculations
JGCC Communicable Diseases
JGD Student Psychological Services
JGDA Psychological Testing (Cf. II)
JGE Student Social Services
JGEA Home Visits
JGF Student Safety
JGFA Emergency Drills (Also EBBC; Cf. AFC, LDAK, LDAL)
JGFB Supervision of Students
JGFC Dismissal Precautions
JGFD Student Safety Patrols (Cf. EBBE)
JGFE Bicycle Use
JGFF Automobile Use (Cf. EBBE)
JGFG Accidents
JGFGA First Aid
JGG Student Transportation
JGGA Walkers and Riders (Also EDDB)
JGH School Lunch Service
JGHA Free Lunches (Also EEA)

JH Student Activities (Cf. IDE)
JHA Activities Fees
JHB Activities Funds Management (Also DK)
JHC Student Organizations
JHCA Student Clubs
JHCAA Secret Societies
JHCB Student Government
JHCC Student Publications
JHCCA Underground Newspapers (Cf. JCD)
JHD Student Social Events
JHE Student Performances (Cf. KEAA)

JI Student Volunteers
JIA School Service
JIB Public Service

JJ Employment of Students
JJA School Employment
JJB Outside Employment
JJC Work-Study Employment (Cf. IDCF, LEGA)

JK Solicitations
JKA Solicitations of Students (Also KEBA)
JKB Solicitations by Students (Also KEBB)

JL Gifts
JLA Student Gifts to Staff Members (Cf. GAJB)
JLB Student Gifts to School
JLC Gifts to Students (Also KHC)

JM Contests for Students (Also KHB)

JN Awards and Scholarships (Also KHA)

JO Student-Community Relations (Also KE)

JP Student-Staff Relations (Also GAF)

JQ Anomolous Students (Cf. IDD)
SN Includes those students for whom special policy dispensations may or may not have to be made.
JQA Physically Handicapped (Cf. IDDF)
JQB Mentally Handicapped (Cf. IDDG)
JQC Perceptually Handicapped (Cf. IDDH)
JQD Emotionally Disturbed (Cf. IDDI)
JQE Pregnant
JQF Married
JQG Unwed Mothers
JQH Drop-Outs
JQI Post-Secondary
JQJ Adult (Cf. IDG)
JQK Exchange (Cf. IDCD)
JQKA Foreign

JR Student Records
JRA Types
JRB Public Use
JRC Disposition

JS Student Fees, Fines, and Charges (JBCBA)

K--GENERAL PUBLIC RELATIONS

KA Goals and Objectives

KB Public Information Program (Cf. FC)
KBA Public's Right to Know
KBB School-Sponsored Information Media
KBC News Media Relations
KBCA News Releases
KBCB News Conferences and Interviews
KBCC Board Meeting Coverage (Cf. BCBJ)
KBCCA Press Services (Also BCBJA)
KBCCB Broadcasting and Taping (Also BCBJB)
KBCD Sports and Special Events Coverage
KBCDA Press Services
KBCDB Broadcasting and Taping
KBD Speaker Services
KBE Information Campaigns
KBF Use of Students

KC Board-Community Relations
KCA Public Participation in Board Meetings (Also BCBI)
KCB Community Involvement in Decisionmaking
KCBA Advisory Committees (Also BBF)
KCBB Policies and Rules Development Involvement (Also BDBC, CMAAB)
KCBC Budget Preparation (Also DCCC)
KCBD Facility Expansion (Cf. FDAE)
KCC Public Hearings (Also BCAE; Cf. DCDB)

KD Staff-Community Relations (Also GAH)
KDA Staff Participation in Community Activities (Also GAHA)
KDB Staff Public Appearances (Also GAHC)
KDC Solicitations
KDCA Solicitations by Staff (Also GAIA)
KDCB Solicitations of Staff (Also GAIB)

KE Student-Community Relations (Also JO)
KEA Community Activities and Performances
KEAA By Students (Cf. JHE)
KEAB For Students
KEB Solicitations
KEBA Solicitations of Students (Also JKA)
KEBB Solicitations by Students (Also JKB)
KEC Interviews with Students

KF Community Instructional Resources (Cf. IFC, MB)
KFA Community Resource Guides (Also IFCA)
KFB Field Trips and Excursions (Also IFCB)
KFC Use of Community Resource Persons (Also IFCC)
KFD School Volunteers (Also IFCD)

KG Use of School Facilities (Cf. DFG)
KGA Buildings and Grounds
KGB Equipment
KGC Services

KH Public Gifts
KHA Awards and Scholarships (Also JN)
KHB Contests for Students (Also JM)
KHC Gifts to Students (Also JLC)
KHD Gifts to Staff Members (Cf. GAJB)
KHE Gifts to Schools

KI Free Materials Distribution in Schools
KIA Political Campaign Materials
KIB Special Interest Materials

KJ Advertising in the Schools
SN Includes advertising in school publications, on school property, and sponsored advertising of school events.

KK Public Sales on School Property

KL Public Use of School Records (Cf. EFDC)

KM Visitors to the Schools

KN Complaints
KNA About School Policies
KNB About Curriculum
KNBA Instructional Materials
KNC About School Facilities and Services
KND About School Personnel

L--INTERORGANIZATIONAL RELATIONS

SN Excludes education agencies.

LA Goals and Objectives

LB School-Community Cooperation

LC School-Community Programs

LD School-General Government Relations

LDA Local Government (Cf. DCCD)

SN Includes central governing and administrative bodies such as City Council and Mayor's office.

LDAA Fiscal Authorities

LDAB Taxation Authorities

LDAC Elections Board (Cf. ABCD)

LDAD Public Anti-Poverty Authorities

LDAE Public Housing Authorities

LDAF Public Health Authorities

LDAG Public Welfare Authorities

LDAH Parks Department

LDAI Recreation Department

LDAJ Police Department

LDAJA Interrogations and Investigations (Cf. JCAB)

LDAK Fire Department (Cf. EBBA, JGFA)

LDAL Civil Defense Agency (Cf. EBBC, JGFA)

LDAM Industrial Development Authorities

LDAN Planning Authorities

LDAO Zoning Authorities

LDB (RESERVED CATEGORY)

SN For use to record relationships with governmental bodies between the local and state levels--county, regional, and/or metropolitan.

LDC State Government

LDCA Legislative Representatives

LDCB State Employment Department

LDD Federal Government

LDDA Congressional Representatives

LE School-Community Organizations Relations

LEA Private Social Service Agencies

LEB Parents Organizations

LEC Booster Organizations

LED Churches

LEE Human Relations Organizations

LEF Neighborhood Associations

LEG Business and Labor Organizations

LEGA Work-Study Programs (Also IDCF; Cf. JJC)

LEGB Student Banking Programs

M--RELATIONS WITH OTHER EDUCATION AGENCIES

MA	Goals and Objectives
MB	Local Cultural Institutions Relations (Cf. IFC, KF)
MBA	Libraries
MBB	Museums
MC	Private Schools Relations
MCA	Shared Services
MCB	Released Time (Also JBF)
MD	Interdistrict Relations
MDA	Shared Services
MDB	Interscholastic Activities (Also IDF)
MDBA	Interschplastic Athletics (Also IDFA)
MF	Education Research and Service Centers (Cf. ICC)
MEA	Title III Centers
MEB	Regional Laboratories
MF	Colleges and Universities
MFA	Shared Services
MFB	Practice Teaching
MFC	Advanced College Placement (Also IDCE)
MG	Associations
MGA	Professional Associations (Cf. GBS)
MGB	School Boards Associations (Also BGA, BGB, BGC)
MH	County Education Agency Relations
MI	State Education Agency Relations (Cf. EFDA)
MJ	United States Office of Education Relations (Cf. EFDA)
MK	Educational Accreditation Agency Relations (Cf. IJ)
ML	Professional Visitors and Observers

APPENDIX III

Sample School Board Policy Statement Coded to the Taxonomy

EQUAL EDUCATIONAL OPPORTUNITIES

The policy of the State of Washington for education is stated in Article IX of the Constitution. Its preamble reads: "It is the paramount duty of the State to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex."

Port Angeles School District has been created by the legislature to execute the educational policy as defined in the Constitution. It shall be the policy of the Port Angeles School District to offer a quality of education which provides all children with the necessary skills and attitudes, commensurate with their ability, to become effective citizens able to take their places in the community, the state, and the nation. This education shall be provided under a policy which is consistent with the provisions of the Constitution of the State of Washington, the laws of the State Legislature, the laws of the United States, and policies and regulations established by the Board of Directors of Port Angeles School District.

SOURCE: School District #21, Port Angeles, Wash.
DATE: 11/13/67

SCHOOL BOARD POLICY SAMPLES (buff sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

APPENDIX IV

Sample Administrative Rule Statement Coded to the Taxonomy

STAFF INVOLVEMENT IN RULES DRAFTING

To the end that joint advice may be readily available, the staff shall be encouraged to elect advisory committees to work with principals and the Superintendent in the areas of concern to the staff. Furthermore, the Superintendent and principals shall at their own discretion appoint additional committees for such functions as are not being performed by existing groups.

Each selected staff committee shall act in an advisory capacity to the administrative officer responsible for the area in which the committee was elected to operate. Each appointed committee shall act in an advisory capacity to the administrative officer by whom it was appointed.

SOURCE: School District #5, Aberdeen, Wash.
DATE: 1/63

ADMINISTRATIVE RULES SAMPLES (yellow sheets) are distributed for demonstration purposes. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

APPENDIX V

Sample Information Statement Coded to the Taxonomy

STUDENT RIGHTS AND RESPONSIBILITIES

The National Education Association believes that genuine student involvement requires responsible student action which is possible if students are guaranteed certain basic rights, among which are the following: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

SOURCE: From Resolution 69-12, "Student Involvement," National Education Association, July, 1969.

INFORMATION STATEMENTS (green sheets) are distributed for information only. Contents are not necessarily endorsed by EPS/NSBA. Editing from originals has been for reasons of space and style requirements only.

APPENDIX VI

Sample page from School Board Policy Development for the '70s: A Guide to EPS/NSBA. Evanston, Ill.: National School Boards Association, 1970. Page 16.

B—SCHOOL BOARD OPERATIONS

Background Comment. Section B provides the repository for statements about the board as a board. The board here is "ruling on itself." It is delineating its own practices, its own procedures. It is setting forth its own ground-rules for the conduct of meetings and for the ethical behavior of its members.

But Section B policies reach beyond internal matters. Its statements also set forth guidelines concerning some of the board's closest relationships—with its chief executive, the superintendent of schools; its attorney; its advisory committees and consultants; the press; and — in the area of policy development — with staff, students, and public. It is because of these interrelationships that Section B has so many cross references.

Because the board is ruling on itself, some of the statements in this section will be highly specific. Some will employ the language of rules.[3] The policy for **BCBA—Time and Place of Meetings,** for example, will undoubtedly be highly specific in wording. Such statements will still be policies, of course, and not administrative rules.

Also, despite the fact that the board is ruling on itself, there are categories in this section that do admit discretionary action by the superintendent and will consequently call for the development of companion rules by the superintendent. For example, administrative rules, rather than board policies, are probably the best instruments for spelling out the board's intent concerning staff, student, and public involvement in the policy drafting process. (See the BDB sequence.)

The Categories

BA—Goals and Objectives

See separate discussion of Goals and Objectives, page 38.

BB—Internal Organization

Use this category and whatever subcategories as necessary for statements concerning the organization of the board; the duties of its officers, members and committees; and the relationship of the board to its professional and lay advisors.

Note subcategory **BBAA — Method of Election.** This descriptor refers, in context, to the board's method of electing its own officers, not to the public election of board members. (See ABCD.)

Note subcategories **BBBB—New Member Orientation** and **BBBC—Board Member Development Opportunities.** Both reflect the importance of a planned program for educating board members about their roles as educational leaders in contemporary society and might express the endorsement of member participation in regional, state, and national meetings designed specifically to develop school leadership talent. They might also express the board's intention to provide professional periodicals — like *The American School Board Journal* — to its members as a stimulus to growth.

Note subcategory **BBF—Advisory Committees.** The subordinate descriptors here specify structure and groundrules that are designed to keep the board in ultimate control of the advisory committee relationship.

Do not confuse **BBF—Advisory Committees** with **CL—Councils, Cabinets,** and **Committees.** The former are lay and/or professional bodies created by the board